DOCUMENT RESUME

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IDENTIFIERS	National Occupational Information Coordinating Com; *State Occupational Information Coordinating Comm

ABSTRACT

This document contains highlights from a conference focused on helping the United States meet current and future workplace needs in a rapidly changing economy in which occupational information and career development skills are becoming more and more crucial. The report is organized in five sections: conference highlights; selected workshop highlights; awards; special activities; and participant list. Conference highlights include the following topics: National Occupational Information Coordinating Committee (NOICC) focus on work force issues; current legislative issues; landmark report on drastic changes; celebrating diversity in the workplace; removing barriers for workers with disabilities; and power clusters in the policy-making process. The section summarizing the workshops includes highlights on the following topics: economic classification systems; new supply data initiatives; planning the needs of workers with disabilities--providing full Workforce 2000 participation; Armed Services Vocational Aptitude Battery and Career Information Delivery Systems (CIDS) link to improve test results; State Training Inventory; comprehensive K-Adult developmental guidance system based on the guidelines; Dictionary of Occupational Titles review; need for action research; New York State Incarcerated Youth Progam; promoting a labor market--labor market information tools to attract and retain industry; linking literacy and career development; guidelines and CIDS implementation; computer networking for occupational career information; basic workplace competencies; follow-up on vocational education students; a mobile career lab (Opportunity Express Bus) for rural clients; computer-managed

competency training for counselors; using the National Career Development Guidelines; linking planning and evaluation in vocational-technical education; training through distance learning--technology to plan and implement career development programs; State Occupational Information Coordinating Committee (SOICC) network involvement with video technology development; a microcomputer system for economic developers; and Tennessee's international curriculum. A summary of closing remarks and a conference participant list conclude the report. (NLA)

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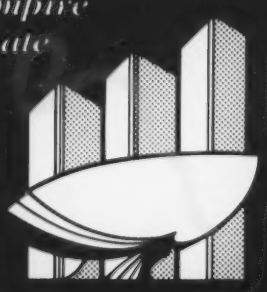
Highlights

Workers and Workplaces: Diversity, Challenge, Excellence!

The Fourteenth Annual National State Occupational Information Coordinating Committee (SOICC) Conference

NOICC/SOICC '91

Empire State



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July 22 - 24, 1991
Albany, New York

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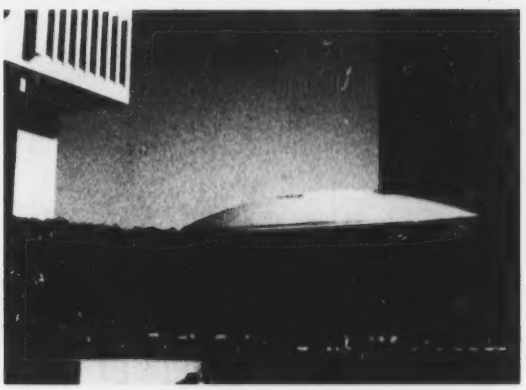
The Fourteenth Annual National State Occupational Information Coordinating Committee (SOICC) Conference

Conference Highlights



The Empire State's Egg Theater

A CONFERENCE TO FURTHER:

- **Workplace Understanding**
- **Workforce Readiness**
- **Professional Development**

IN COOPERATION WITH:

Interstate Conference of Employment Security Agencies' LMI Committee

National Association of State Career Development/Guidance Supervisors

Association of Computer-Based Systems for Career Information

National Association of SOICCs

July 22 - 24, 1991
Albany, New York

1st SOICC Conference
Fun Run/Walk

Join your friends and associates for a two-mile outing on Sunday along the scenic Hudson River in Albany, New York!

Entry fee: No charge

Sign up: Return this form or sign up at conference registration (Saturday, 1:00 to 4:00 p.m., or Sunday, 7:30 a.m. at the Hilton Hotel conference registration desk.)

Start time: Sunday, July 21, 1991 at 8:00 a.m. (Meet at the conference registration desk in the Hilton Hotel at 7:30 a.m. to walk to the starting line.)

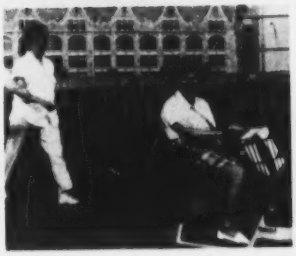
Free Food!
Refreshments!
Prizes!

Return form to: Frances Lindner, NOICC Training Support Career Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204

I, _____, in consideration of my name or the name I, the undersigned, hereby forever release and discharge the sponsors and related organizations of the race, and their agents and employees of the race, from any and all liability, claims and causes of action which I may have or which may hereafter accrue to me or my estate for any and all damages or injuries, known or unknown, that I may have against them resulting or arising from my participation in the race. I have read and understand this release and sign my name below voluntarily. I am in good health and physical condition sufficient for my participation in the race. I will not assume and pay for any medical emergency expenses in the event of accidental illness or injury resulting from my participation in the race.

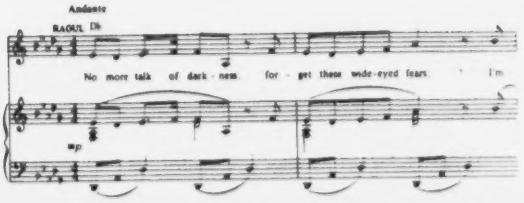
Signature: _____ Date: _____

Special



ALL I ASK OF YOU

Music by ANDREW LLOYD WEBBER
Lyrics by CHARLES HART
Additional lyrics by RICHARD STILGOE



ONE MILE PACE
PURSE $5,200
SATURDAY, JULY 20, 1991
EXACTA

SEVENTH RACE

WINNERS OF $5000 OR MORE LIFETIME
(POST POSITIONS 1, 5 & 6 ASSIGNED)

ANNUAL NATIONAL SOICC CONFERENCE 1991

WARM UP-BROWN

PROGRAM NUMBER	Date	Trk	Purse	Cd	Class	Leaders Time	Winners Dis	1/4	1/2	3/4	Time	PP	1/4	1/2	3/4	Str	Fin	Ind 1/4 Time	Ind Time	Odds	Driver	Order Of Finish First	Second	Third	Time
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OFFICIAL PROGRAM

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Attractions

NOICC/SOICC
Awards Program

Albany Hilton
Albany, New York
July 22-24, 1991

Fourteenth Annual
National SOICC Conference
Albany, New York

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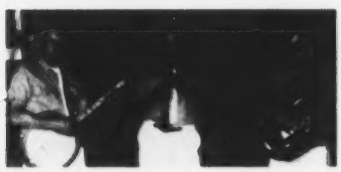
Roundtable
Directory

Tuesday
July 23, 1991
11:00 – 12:30 p.m.



Fourteenth Annual National SOICC Conference
First Annual New York State Career Development Conference

A TASTE OF NEW YORK

DINNER-RECEPTION/EXHIBITS

WORKING

MUSICAL PRODUCTION

Tuesday Evening
July 23, 1991

Empire State Plaza
Albany, New York

Conference Highlights

NOICC Focus on Workforce Issues

Following the welcome by **David Nyhan**, New York SOICC Director, and remarks by **Mayor Whelan** about Albany's Charter Day celebration, **Juliette Noone Lester,** Executive Director of NOICC, opened the 1991 Fourteenth Annual National NOICC/SOICC Conference with a quick review of the colorful history of the state of New York. She tied that history to a necessary focus on the future. She noted the NOICC/SOICC Network's many successes and tremendous impact on the coordination and delivery of important information and programs. Lester reported increased international interest in the network as Eastern European countries—Hungary, Poland, and most recently the U.S.S.R.—have had access to NOICC/SOICC products. But, of primary concern now, she said, is helping the United States meet current and future needs of the workplace. In a rapidly changing economy and workplace, occupational information and career development skills are more and more crucial. The challenge to the NOICC/SOICC Network is to help prepare the U.S. labor force, both now and in the future, by providing information and offering training in occupations and skills needed and required by the labor market.

David Nyhan

Lester stated that NOICC is in the process of developing a new Long-Range Plan which identifies three crucial issues for NOICC/SOICC energies and expertise.

1. Career Information and Career Development Programs for Adults

Of first concern is the need to provide career information and career development programs for adults. As the workplace changes, new jobs require new skills which require new training programs. Education is a life-long process. The United States must become a nation of learners. All U.S. residents must be helped to identify and take their places in the labor force. The need for coordination and access to good information and effective programs is critical not only for youth but for adult workers as well. The NOICC/SOICC Network must find ways to improve the access of adults to career information and career development programs. The need for and interest in such services by adults are greater than ever, as reflected in two recent Gallup Poll surveys. Working with federal and state partners, NOICC will develop a range of strategies to address these needs.

2. Communication and Sharing of Best Practices Among States

NOICC, stated Lester, is also looking at developing new ways to assist those in the NOICC/SOICC Network by sharing information about effective projects and programs. This will involve an increased role by NOICC and the network in the dissemination of "best practices" among the states.

She observed that many creative and exciting projects and initiatives are happening in the states. Developing ways to share information about these activities will be an important part of the NOICC approach. NOICC is considering a series of strategies, including electronic bulletin boards, improved system demonstration packages, teleconferences, and computer-assisted training.

3. New OIS Developments

The third area identified by Lester was increasing the usefulness and application of occupational information in program planning under JTPA, vocational education and the JOBs program. The plan will include the development of an assessment process to determine what seems to work best in support of program planning. NOICC will undertake new OIS developments, including, if appropriate, the redesign of the OIS. Increased training of program planners and administrators will be an essential component of the plan.

Juliette N. Lester

Lester stated her belief that the Long Range Plan for 1992 through 1997 will help make the NOICC/SOICC Network a truly effective instrument in meeting workplace needs. This new plan will provide a flexible framework to address new and emerging issues in a proactive fashion and will serve as a guide for new SOICC three-year plans as part of the Basic Assistance Grant application.

The Long Range Plan will not be an internal plan developed by NOICC staff, but will reflect the input of a number of organizations and associations. Lester reported that a working resource group of SOICCs, associations, state agencies and federal agencies had already met to provide initial input to the plan. She promised that future drafts would be reviewed by a variety of groups for further input and refinement. The plan is expected to be released by January 1992.

In conclusion, Lester thanked the New York SOICC for hosting the conference and expressed her gratitude to Governor Mario Cuomo for proclaiming the week Occupational Information and Career Development Week in New York State. She wished conference attendees an enjoyable conference and the opportunity to discover new ways to further workplace understanding and workplace readiness.

Current Legislative Issues Highlighted

As moderators, **Mildred Nichols** and **Carol Kososki** reminded conference participants that the network and its programs and activities are the result of federal legislation and are supported by federal funds. Nichols then introduced **Ann Young** of the Senate Subcommittee on Education, Arts and Humanities who spoke about the Carl Perkins Reauthorization and Richard Johnson, Counsel for the House Education and Labor Committee, who spoke about upcoming JTPA amendments.

Recognizing that "the time is ripe for bold action," the Perkins reauthorization writers tried to bridge the tension between two camps emerging out of recent reform efforts: those pushing for greater academic achievement as witnessed by the National Education Goals and the President's America 2000 report and those pushing for increased attention to preparation for a lifetime in the world of work. The Perkins bill seeks to provide leadership in the effort to integrate academic and vocational instruction.

The use of Perkins dollars must meet three objectives:

- Integration of academic and vocational skills, providing students a full range of options in the schooling process
- Provision of teacher training to carry out integration goals
- Provision of state of the art, quality instruction and quality programs sensitive to labor market needs in the area where the program is housed

A highly controversial aspect of the law requires for the first time that participants and players who have a stake in vocational education come together to determine performance standards and measures. The hope is to bring vocational education into the mainstream of the President's education reform initiatives.

According to Young, "At no other time are we going to focus on what it is that vocational education can do in preparing our students not only for entrance into further education but also entrance into the workforce and a lifetime of work." The Perkins reauthorization highlights the pivotal role that vocational education can play in shaping bold action to integrate historically separate spheres.

Mildred Nichols and Ann Young

On behalf of **Senator Claiborne Pell**, chair of the Senate Subcommittee on Education, Arts and Humanities, Young accepted the National Leadership Award from the National Association of SOICCs for leadership in linking education and work through legislation which authorizes the national and state occupational information coordinating committees.

Richard Johnson said the proposed amendments to JTPA legislation are less visionary but no less important. The basic theme of job training legislation, expected to pass all hurdles and be out by the first of the year, is to increase services to targeted populations: high school dropouts, those with basic skills deficiencies, and those who are economically disadvantaged.

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The house bill will definitely have increased emphasis on greater federal monitoring and oversight. Tentative conclusions of a recent GAO report indicate the need to tighten up, in some instances, how job training and performance-based contracting are used. In particular, Johnson pointed to racial and gender disparities where racial minorities are "steered" more to on-the-job training and less to classroom training, and females are "steered" more to classroom training in stereotypical occupations and less to on-the-job training. Johnson saw these trends less the result of overt discrimination and more a result of inadequate information.

Carol Kososki and Richard Johnson

Commending the efforts of the occupational information system, Johnson warned of a bipartisan feeling in Congress that administrative costs are too high in certain kinds of programs. He suggested that we demonstrate concretely the value of the information service we provide when we meet with congressional representatives.

Johnson received the association's recognition award for his outstanding support of the NOICC/SOICC mission.

Landmark Report Signals Drastic Changes

America is descending into a low-skill, low-wage, low-productivity economy which will widen the gap between "haves" and "have nots" unless employers change the way they do business. Thus warned **Ira Magaziner,** chair of the Commission on the Skills of the American Workforce and co-author of the Commission's widely acclaimed new study, *America's Choice: High Skills or Low Wages!*

The low-wage and low-productivity predictions have already come true: Americans' real average weekly earnings have dropped 12 percent over the past 20 years, and it now takes three years to make the same productivity gains the workforce achieved yearly before 1973.

Ira Magaziner

Drawing on the report, Magaziner contends that recent economic growth is solely the result of baby boomers' and women's increasing participation in the workforce. The 1990s, however, will see this growth slow substantially. Productivity growth is the key to maintaining or improving our standard of living. If it continues to stall, says Magaziner, we can expect one of two futures: either the top 30 percent of our population will grow wealthier while the bottom 70

percent becomes progressively poorer, or we may all slide into relative poverty together.

In order to compete with countries that can match our capital spending but significantly undercut labor costs, Americans must develop superior skills. Models for such a system can be found in Denmark, Germany, Ireland, Japan, Singapore, and Sweden. These countries share successful approaches to education, training and high productivity that the United States lacks.

Magaziner outlined five approaches for helping the United States develop its own high-productivity and high-wage economies:

1. Require that students, by age 16, attain a high national standard of educational performance, commensurate with world class standards, which results in a "Certificate of Initial Mastery." This certificate qualifies students to enroll in college, technical and professional education, or the paid workforce.

2. Assume that all students receive this certificate by creating and funding alternative learning environments as necessary.

3. Establish a system of professional educational certifications for those students and adult workers who do not pursue college degrees. This will ease school-to-work transitions and promote continuing work-related education.

4. Have all employers allocate one percent of their payrolls to education and training of workers and 15 percent of that allocation to studying better ways to organize work.

5. Create a system of Employment and Training Boards to govern a high-performance education and training system.

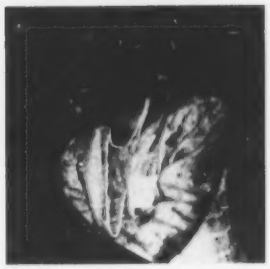
Magaziner acknowledged that initiating the commission's proposals would require sweeping changes in the way that American employers and policy makers currently view education and training. Nothing short of sweeping change, however, will make America competitive in the global marketplace. As the report concluded: "The status quo is not an option. The choice is to become a nation of high skills or one of low wages."

Celebrating Diversity in the Workplace

By the year 2000, some 82 percent of net new entrants into the labor force will consist of minorities, immigrants and women. It is also anticipated that by the year 2010, a third of the states in the United States will be "majority-minority." Most assuredly, our society is becoming more and more diverse.

Crystal Kuykendall, founder and president of Kreative and Innovative Resources for Kids (KIRK), says, "Without question, one of the biggest challenges faced by all of us as the U.S. continues to become more diverse will be the challenge of overcoming 'cultural chauvinism' to the point where we can accept, appreciate and indeed, celebrate diversity." Yet, there are those who honestly believe that if you're "different" you must be "deficient," without realizing that we are strong as a nation because of our diversity. The United States is not really a melting pot, it's a "salad bowl."

Kuykendall says each of us has to do more to enhance appreciation of diversity in the workplace. Unless we are able to develop and sustain such requisite appreciation, the future is bleak. Unless we are able to put more people on the "high road," many will take the "low road," and we will all suffer the consequences.



Crystal Kuykendall

Last year in the nation's capital, where Kuykendall lives, over 40 percent of students dropped out of school. Most of those dropouts were 7th graders. Even if the dropout rate in other communities is not as high, the result is the same: we put too many youth on life's low road.

Kuykendall says if we are serious about putting more people on the high road, we must start by overcoming biases based on prior achievement or education, labels and stereotypes, socioeconomic status, physical attraction, gender, language ability and race/ethnicity. We must also help individuals develop their strengths and overcome their fears of failure.

Removing Barriers for Workers with Disabilities

"Civil rights legislation will open up communities and the workplace, but it is up to all of us to open up the hearts and minds of employers to accept workers with disabilities." This was the charge given by **Nell Carney**, Commissioner of the Rehabilitation Services Administration.

Nell Carney

Of the estimated 45 million Americans with physical and mental disabilities, about 67 percent are unemployed, although a majority of these are willing and able to work. In the process of training and placing these people, vocational counseling and guidance are crucial. A rehabilitation counselor oversees skills training, social adjustment and community involvement activities that prepare an individual to enter the workplace. Access to occupational information is vital throughout this process. Carney says it is clear that the occupational information system "plays a significant role in the successful preparation" of workers with disabilities to enter the work force.

Removing physical barriers is simple, according to Carney. Breaking down the barrier of stereotypical attitudes is difficult. Carney calls for more public education to help eliminate the bias against workers with disabilities.

Carney sees a strong, effective relationship between state and federal vocational rehabilitation programs and the SOICCs as a way to help meet the challenge of creating not only employment opportunities, but also satisfying lives, for workers with disabilities. As she put it, "Education is not just about making a living; it is about making a life."

Power Clusters in the Policy Making Process

According to **Daniel M. Ogden, Jr.,** in the United States public policy is made within a system of power clusters, each of which deals in a broad subject area like agriculture. The clusters operate quite independently from each other and are essentially bipartisan in policy making. The political parties participate very little in this process.

Each cluster is composed of executive agencies, legislative committees, interest groups, professionals, volunteers, an attentive public, and a latent public which pay attention to that subject field and interact to make policy.

Ogden says close personal ties develop among participants who usually move from job to job within a power cluster, but rarely change power clusters. People from all parts of each cluster are driven by their own need to participate in their power cluster's communication network. Policy decisions are normally made within each power cluster. Each cluster has internal conflicts which are ongoing and need to be worked out before further policy changes can be made. It also has its own informal internal power structure, which consists of people who must be consulted before any individual policy decision. Power clusters, says Ogden, put great upward pressure on federal, state and local budgets.

Daniel Ogden, Jr.

Presidents, governors and mayors operate across cluster lines. However, they must: (1) be aware of the clusters; (2) recognize that they will draw upon the clusters for people from their own political parties to staff their specialized departments; and (3) accept that their own appointees will become spokespeople for their respective power clusters. Executives can, therefore, afford to delegate responsibility for intra-cluster policy decisions, but must retain inter-cluster issues for their own leadership. They must remember that in the U.S. separation of powers system, such policy decisions require bipartisan support and approval. Changes cannot be unilaterally instituted by the executive branch. Executives who have bipartisan support are able to use the power cluster system to move positively in the direction of their goals.

Selected Workshop Highlights

Economic Classification Systems

Thomas Plewes, Donna Dye and **Harvey Monk**, representatives from the U.S. Bureau of Labor Statistics, Employment Service, and Census Bureau respectively, discussed the upcoming revisions to the Standard Occupational Classification (SOC) system, the Dictionary of Occupational Titles (DOT) and the Standard Industrial Classification (SIC) system.

Thomas Plewes

Pending revision of the DOT by 1992 and plans for the 2000 census, the next SOC must be usable in training programs, occupational research, placement, mobility studies and wage studies.

The DOL established an advisory panel of DOT users to conduct a user survey, research alternative occupational analysis, and incorporate occupational standards from other countries. Results from the survey and research into other occupational systems will help determine whether the DOT (1) should serve all users or be only the primary reference source for placement and employment service, (2) will reflect all of the world of work, (3) will include labor market information, wages, etc.

The structure of the SIC has remained unchanged since its inception. Among its uses are labor market information, time series analysis, unemployment insurance tax rates, market analysis and zoning. The bureau has developed a five-year plan to study and recommend changes to the next SIC.

New Supply Data Initiatives

U.S. Department of Education representatives **Dennis Carroll, Jim Houser** and **Winifred Warnat** reported that the National Center for Education Statistics (NCES) collects information on vocational education through the Data on Vocational Education (DOVE) plan.

Data on vocational students are obtained through transcript studies and their accompanying assessments and surveys. At the secondary level, data on teachers are also collected. They include information on such topics as teacher demand and shortage, teacher preparation and qualifications, and teacher compensation and turnover.

Planning the Needs of Workers with Disabilities: Workforce 2000 Participation

The New York state vocational rehabilitation program VESID (Vocational and Educational Services to Individuals with Disabilities) has built alliances with key community agencies to provide full workforce participation for the disabled. **Edward Panarello** of the AFL-CIO, **James Rogers** of the New York State Merchants' Association and **Mark Scheinberg** of the Greater New York Automobile Dealers' Association work with the VESID program.

One participant remarked: "Congratulations on a most innovative program ...developing formal agreements with industries in a growth cycle. There is a need for a national public policy to provide for replication of these creative efforts."

ASVAB and CIDS Link to Improve Test Results

The new ASVAB 18/19 Program becomes available July 1992. **Janet Wall,** personnel research psychologist of the U.S. Department of Defense, presented a detailed review of the components of the new ASVAB program. She emphasized that the new ASVAB provides more detailed test results and gender-based norms. This will open more doors to both sexes in choosing careers. Also, she emphasized that Holland's Self-Directed Search underpins the identifying interest component of the new ASVAB.

Jeffrey Worst, an associate at Booz-Allen and Hamilton in Bethesda, Maryland, talked about the potential of linking state CIDS and ASVAB test results to increase the accuracy of the CIDS-Structured Search process and give students more information regarding careers. Approximately 11 CIDS have completed software revisions for inputting ASVAB scores for 1991. Arizona will become one of next year's CIDS/ASVAB sites. Other interested states (funding available) can contact Dr. Jeffrey Worst at (301) 951-2933.

State Training Inventory (STI)

The STI program is a new resource that will be available to all states in 1992. **Barbara Derwart** of the New Jersey SOICC explained State Training Inventory (STI) as a PC-based system providing easy access to local educational training sources, including high schools, vocational schools, community colleges, four-year colleges, proprietary schools and hospital-based training. **Dorothy Sullivan** of the Massachusetts SOICC and **Peter Hogg** of the Vermont SOICC reported on the STI pilot programs in their two states.

In Massachusetts, three implementation concerns arose: (1) STI was a new undertaking for Massachusetts—there was no statewide CIDS (Career Information Delivery System) available; (2) the availability of IBM-compatible PCs and printers was unknown; and (3) finding pilot sites with sufficient hard-drive memory available (2.2 megabytes) was a challenge. The program was installed at four pilot sites, however, with varying success.

Outreach counselors of the Vermont Student Assistance Corporation liked the STI system because it was free, but felt that commercial packages provided more extensive data about schools. They also liked the "keyword" search capability, but they felt that the certificate levels offered by the schools should be shown for each program they offer.

Comprehensive K-Adult Developmental Guidance System Based on the Guidelines

Roger Lambert of the Wisconsin CIS discussed the publication "Implementing Comprehensive Developmental Guidance and Counseling Programs in Wisconsin." The model parallels the developmental stages of children as they mature and functions as a *preventive* approach to counseling and guidance. He outlined how workshops were planned to introduce these materials. Lambert commented that he thought Wisconsin had produced materials that were "ahead" of counselors' readiness to use them.

David Caulum reported on Wisconsin's innovative computer software program, "Make a Better Buck," which approaches career development through financial and lifestyle choices. This approach helps students relate their economic needs to career choices. The program can be used with Apple or IBM computers.

Roger Lambert, Sumyyah Bilal and David Caulum

DOT Review Underway

The review of the Dictionary of Occupational Titles (DOT) was originally developed as part of the Secretary of Labor's Workforce Quality Agenda to assure that the U.S. workforce has the skills to meet the challenges of the 1990s and beyond. DOT reviewers **Donna Dye** and **Marilyn Silver** and **Eleanor Morgenthau** of Directions explained the review process and its intent: (1) to increase labor market efficiency; (2) to assure that the DOT responds to the diverse needs of the occupational information user community.

To make this DOT Review as comprehensive as possible, ETA is conducting research on equivalent labor market tools currently used or under development by economic competitor nations such as Australia, Canada, France, Germany, Japan, Sweden and the United Kingdom. Recommendations for changes are expected to be submitted by summer 1992.

Action Research Urged

Action Research is research carried out by a practitioner rather than a researcher. Practitioners tend to read research but not put it into practice. They are more likely to support and put into practice their own research, according to **Curtis Shumaker** of the Oklahoma SOICC and **Richard Makin** of the Oklahoma Department of Vocational Technical Education.

Practitioners in Oklahoma surveyed 20,559 students and 6,312 adults in 300 schools in 50 school districts on their perceptions about student career development needs. They found that students and adults have different ideas about what students need. Students perceived as their greatest needs being able to make good decisions and to plan for a career. Adults, on the other hand, perceived that students' greatest needs were in the areas of knowing how to get along with others and knowing about different occupations and changing male/female roles.

New York State Incarcerated Youth Program

The Incarcerated Youth Program in New York state was created from state legislation which requires school districts to provide educational services to youth who are under 21 years of age and have not received a high school diploma.

The initial Incarcerated Youth Program offered only basic skills instruction and GED preparation. Life skills management, parenting skills, self-esteem building, health care, and vocational programs have been added to make the program more effective, according to project collaborators **John London** of the New York State Department of Education, **John Morgenthau** of Morgenthau and Plante Associates, and **Gail Hutchins Brand** of the Saratoga County Correctional Facility.

The CHOICES Career Exploration System is used in the program. An evaluation of the CHOICES curriculum by program participants and organizers in the nine pilot sites revealed that (1) CHOICES was an appropriate and beneficial tool for use with incarcerated youth; (2) students continue to use it beyond the initial search they complete; (3) it needs to be integrated with critical thinking, decisionmaking skills models; and (4) most youth need the help of a teacher to complete the guidebook. To date, CHOICES is offered in 21 sites statewide.

Promoting Your Labor Market: LMI Tools to Attract and Retain Industry

This session focused on Illinois' use of Labor Market Information (LMI) for economic development purposes, highlighting state and regional uses of LMI available in Illinois. **Chris Reynolds** of the Illinois Department of Commerce and Community Affairs discussed economic development policy trends during the 1980s that affected the type of LMI services needed, but also covered the emerging trends in the 1990s and the needed LMI tools. The movement from big deal/smokestack chasing to smaller firm retention and regionalization of strategic policy making characterizes the coming changes. The presentation was given with the aid of a computer-generated slide show which illustrated how LMI can be presented in a more visually appealing way.

Linking Literacy and Career Development

USA Today representative **Kelly Sullivan** reviewed *USA Careers* and the Pennsylvania Career Guide Supplement which has been inserted into copies of *USA Careers*. The 24-page student tabloid was produced by *USA Today*'s Educational Services Department in cooperation with the National Career Development Association, the U.S. Department of Labor, the National Center for Research in Vocational Education, and the Fairfax County, Virginia, public schools.

Charles Lehman of the New Mexico SOICC reviewed a rural approach to using *USA Today* and *USA Careers* and indicated that 94 percent of the New Mexico schools receiving *USA Today* would "...like to see it in their schools again."

Fritz Fichtner of the Pennsylvania SOICC reviewed the Pennsylvania SOICC project which served 8,500 youth and adults at nearly 100 demonstration sites. Seventy-seven percent of the sites said they would like to participate again. Both presenters emphasized the low cost of the programs.

Guidelines and CIDS Implementation

The new Maryland CIDS software package, VISIONS, developed by the American College Testing Program's DISCOVER Center, was described and demonstrated by **JoAnn Harris Bowlsbey**. She identified and related selected components of VISIONS to specific national guidelines. Continuing with the program, **Jasmin Duckett** outlined a brief history of how VISIONS is implemented in Severna Park High School (Maryland). VISIONS has been in its career and pre-college counseling program. The program is substantially supported by parent volunteers who have been trained for their roles.

Computer Networking for Occupational and Career Information

In New York, the Department of Labor, State Education Department, SOICC and other agencies are involved in Project Job Link, which connects the various statewide computer networks to share occupational and career information. The first major application is the Self-Search Terminal Placement (SSTP) system which gives users online access to the Department of Labor Job Link.

Bob Elie, New York DOL, pointed out that Job Link's networking capacity among employers, employment and training agencies, and educational institutions has led to a number of new approaches to sharing job and career information.

Mike Radlick, New York DOE, described the State Education Department TNT (Technology Network Ties) Network which links schools throughout the state to the Education Department's mainframe. He and **Warren Northup**, New York DOL, then gave a brief demonstration of how the new Job Link can be used by guidance counselors and students.

George McDonough discussed DOL's Gateway initiatives with a number of state and local agencies. He also described JOBS PLUS and the new WORK Station which will expand job and career information available through SSTP.

NOICC's Mary Alston and North Carolina's Joel New and Nancy MacCormac

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Basic Workplace Competencies Determined

To assure that Oregon workers have the skills necessary for lifelong employability, the Oregon Workplace Basics program was launched in 1991 by the Oregon JTPA Administration, the Oregon Office of Community College Services, and the Workforce Development Section of the Oregon Economic Development Department. **Holly Miles** and **Larry McClure** of the Northwest Regional Educational Laboratory are coordinating the two-year development process.

The system is based on the skills deemed essential by employers in a three-year study by the American Society for Training and Development (ASTD). These skills were then reviewed by local work groups consisting of JTPA, community colleges and business representatives.

The seven skill areas are: (1) Learning to learn; (2) reading, writing and computation; (3) communication—listening and oral; (4) problem solving; (5) personal management—self-esteem, goal setting, motivation, personal and career development; (6) group effectiveness—interpersonal skills, negotiation, teamwork; and (7) influence—organizational effectiveness, leadership. A curriculum resource guide and assessment system will complete the package.

Follow-up on Voc/Ed Students

Panels members **Lorraine Amico**, **Curtis Shumaker** and **Jay Pfeiffer** reported on ways to use employment and earnings data from the unemployment insurance (UI) system to track former vocational education students' occupational or career paths. The National Governors' Association has completed a comprehensive survey on the use of UI wage record data which will be available this fall. Shumaker and Pfeiffer reported on data collection procedures used in Oklahoma and Florida, respectively. Florida's system is unique in its comprehensive use of multiple administrative sources and in its procedures to obtain supplemental information. **David Stevens,** the panel facilitator, described a project at the University of Baltimore that combines data on public community colleges, private career schools and administrative data sources. A report on this project will be issued by the Department of Education early in 1992.

Opportunity Express Bus Reaches Rural Clients

The Idaho Career Information System (ICIS) is an integral part of the career counseling and employability competencies for the JTPA employment and training process in southwest Idaho, according to **George Dignan** of the Business Resource Center. The Private Industry Council requires that each trainee learn how to use ICIS. A valuable tool, ICIS helps both youth and adults appreciate better the wide array of opportunities available to anyone who pursues the learning and employability/work maturity skills valued by today's progressive employers. A mobile career lab called the Opportunity Express Bus travels throughout a 22,000 square mile service delivery area to show clients education and training possibilities.

Computer-Managed Competency Training for Counselors

Roger Lambert and **Dave Caulum** of the Wisconsin CIS described a module for computer-managed ICDM training with supplemental video support. The module was developed to test the feasibility of using a computer-authoring system to develop counselor and other staff training modules based on the staff competencies as described the National Career Development Guidelines and used in the revised ICDM training materials.

The Wisconsin pilot module, to be field tested in fall 1992, is intended to train staff in the use of the CIDS and provides direct access to state CIDS plus videos that are available through the ACE consortium. If it proves effective, the computer-authoring system can be used by several states in a coordinated effort to develop other computer-managed training modules to teach various staff competencies.

Using the National Career Development Guidelines

Cal Crow, program coordinator for the Center for Career and Work-Related Education, stresses that we must change the way we think about and respond to workplace issues. The National Career Development Guidelines provide an avenue for helping us do this.

He then described how the Guidelines have been used in Washington state:

1. As a help in educational restructuring/reform efforts. They have been used in conjunction with *Workplace Basics: The Skills Employers Want* and other reports on workplace preparation, education and the changing economy.

2. As part of the Boeing Company's employee career development program.

3. As a way to prepare a career development program for offenders in a local adult correctional facility.

4. As a catalyst to promote a community career development program involving more than 2,000 individuals in a timber-dependent county.

5. As a vehicle to promote a countywide career awareness program for educators, business people and more than 700 high school students from an agricultural area in the central part of the state.

The question is not "How can we get the Guidelines implemented in more places?" It is instead, "How can we use the Guidelines to help us respond effectively to the workplace changes surrounding us?"

Linking Planning and Evaluation in Vocational/Technical Education

Both planning and evaluation of vocational/technical education could be improved if they were better linked, according to **Donald E. Elson,** associate professor at the Virginia Polytechnic Institute and State University. Elson reported on a study that he and several colleagues at VPI are conducting under the aegis of the National Center for Research in Vocational Education.

Through a literature review, survey of all states, and three in-depth case studies, seven elements were identified that could aid in improving planning

and evaluation. Three elements dealt with organization and support for those functions: (1) provide more resources to properly conduct planning and evaluation; (2) implement a regional approach to administration of vocational education; and (3) develop more coordination and cooperation among state agencies and between all levels of administration.

Four points dealt with data needs: (1) improve the needs assessment procedures; (2) provide guidelines for indicators/measurements of inputs and outcomes; (3) improve data collection procedures and the quality of the collected data; and (4) require better preparation and use of the evaluation results.

The findings of this study will be the basis for the development of NCRVE technical assistance and training materials for use by states.

Training Through Distance Learning: Technology to Plan and Implement Career Development Programs

Learning via satellite technology was used to bring Career Development Awareness Workshops to 6,000 participants, including teachers, counselors, administrators and parents. **Curtis Shumaker** (Oklahoma), **Cliff Granger** (Georgia) and **Gertrude Bonaparte** (Michigan) discussed how the successful programs were accomplished through consortiums: the Midlands Consortium Star Schools (5 states) and the Satellite Education Resources Consortium (26 states).

Kay Brawley of NOICC commented on the downlink site facilitator or coordinator as the vital connection between the teleconference origination site and the local audience. Other vital team players include personnel representing marketing/promotion, registration and fiscal management. An important consideration addressed was a teleconference room of adequate size for the audience and equipped to receive a satellite video teleconference.

Kay Brawley

A marketing timeline, crucial to the success of a teleconference, identifies the following steps: (1) obtaining mailing lists for targeted audiences; (2) releasing press releases to state, regional or local media; (3) printing brochure/promotional materials; (4) mailing letters of invitation and materials; (5) increasing publicity; (6) review of registration; and (7) assembling sufficient participant packets to include registrants and walk-ins.

SOICC Network Involvement with Video Technology Development

This presentation by ACE Consortium members provided an update to the NOICC/SOICC network regarding the activities of the consortium. The consortium's goal is to create high quality career video resources in support of SOICCs and CIDs. The current video resources with curriculum guides linked to competencies of the National Career Development Guidelines include: Kaleidoscope of Careers, Pathways (a new release and replacement for Picking Your Path), It's a New World, Employability Skills, Designing the Future, Foundations for the Future, Profiles: People and Jobs (a new release).

Dennis Angle described the activities and services of the ACE Distribution Service. The service serves as the promotion and distribution center for the consortium. States, through the SOICC, CIDS or Guidance Supervisor, may choose to coordinate orders for the career videos in their states. Each state was encouraged to call the distribution service at (913) 532-6540 for further information.

Carol Kososki described two of the four new Profiles videotapes focusing on occupations in the service sector. Occupations in the Profiles videotapes were selected because they are projected to employ a large number of workers and/or have a high growth rate. She described the contents of the videotapes and the occupations included in them. The occupations are: medical assistant, nursing and psychiatric aide, homemaker-home health aide, correction officer and guard, chef and cook, food and beverage worker, and janitor and cleaner.

Roger Lambert described the other two tapes in the Profiles series and showed one of them. These other two tapes center on the occupations in the Professional Specialty field. The occupations included on these two tapes are: civil engineer, electronics engineer, operations research analyst, computer systems analyst, human services case aide, social worker, elementary school teacher, secondary teacher, occupational therapist, physical therapist, respiratory therapist, and registered nurse.

EDEPS: The Final System

EDEPS is a microcomputer system which provides reports needed by economic developers, according to **Rod Slack** of NOICC. The prototype version of EDEPS was used in this demonstration to generate reports for a hypothetical client. In this case study, a state department of commerce provided reports documenting Pittsburgh, Pennsylvania, as an ideal site for a plant to manufacture laser scanners. The ten modules contained in EDEPS are listed below (the asterisks indicate the modules used to generate reports for the demonstration). A handout of the reports is available on request from any of the presenters.

A. Industry and Market Area Profiles
   * 1. Industry Trends
   2. Industry/Occupation Patterns; Firm Names
   * 3. Population Trends
   * 4. Quality of Life Indicators
B. Labor and Training Resources
   * 1. Labor Force Characteristics
   2. Occupational Projections and Training Completers
   * 3. Directory of Training Programs
C. Development Assistance and Site Location
   * 1. Development Assistance Sources
   * 2. Industrial Site Location
   3. Procurement Opportunities

Procedures for collecting the necessary data were described, along with plans for the field test of EDEPS in three states. The projected date for release of EDEPS to all states is December of 1992. EDEPS will be configured for final distribution on a state-by-state basis, with the system manager in each state having the option of suppressing unwanted modules and customizing certain features (such as the types of geographic units for which data are provided).

Tennessee Develops International Curriculum

This presentation highlighted the Tennessee multimedia curriculum packet entitled "Careers Going Global," which includes a 15-minute videotape, a 200-page teacher's curriculum resource guide, and a state of the art microcomputer software component entitled Interactive Computerized Learning Enrichment Component (ICLEC). This software was demonstrated detailing various global educational activities, including actual experiences, for 11 foreign languages in 20 specific countries.

Presenters **Chrystal Partridge, Willie Mae Martin, Nanci Cross** and **Deborah Rhone** emphasized that the intent of this international curriculum is to reinforce the reality that students must prepare *now* if they are going to succeed in a very competitive global society.

Closing Remarks

In closing the conference, **Juliette Noone Lester**, Executive Director of NOICC, thanked **David Nyhan** and the New York SOICC for their support and hard work, and she recalled the themes of the keynote speakers. Ira Magaziner laid out five specific options for creating a quality U.S. workforce. Crystal Kuykendall identified obstacles that we need to overcome if we are to truly achieve diversity in the workplace. Nell Carney spoke about how those who are disabled contribute and will continue to contribute to diversity in the workforce. Daniel Ogden reviewed power clusters and demonstrated how interest groups affect government. All clearly supported the theme of this conference: Workers and Workplaces: Diversity, Challenge, Excellence!

David Nyhan and Juliette Noone Lester

Lester noted that next year's conference will mark a new era for the NOICC/SOICC Network. It will be the 15th annual conference and will feature not only a history lesson on Tulsa and Oklahoma, but also the latest in telecommunications and computer technology.

The theme for the 1992 conference is **"Technology, Innovation and Change: A New Reality."** One of the unique presentations at the conference will be a live telecast-workshop beamed out across the country. The focus of this satellite teleconference will be on NOICC/SOICC career development programs. Lester observed that the outreach capabilities of this expanding technology are powerful and can assist the NOICC/SOICC in reaching a much wider community. She stated her hope that all this year's participants would be there.

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Awards

Exemplary Guidance Program Awards

This year three schools received Exemplary Career Guidance Program awards from the National Association of State Career Development/Guidance Supervisors (NASCD/GS). Presented by **Gisela Harkin** and **Gertrude Bonaparte**, these annual awards went to:

"Comprehensive Guidance and Counseling Program," Churchill High School, Eugene, Oregon. A comprehensive 9-12 program designed to address students' academic, career, personal and social needs. It develops student competencies in self-knowledge and interpersonal relations; decision making and problem solving; knowledge of life roles, settings and events; and educational and career development. Resources in the community and other schools are used to meet students' needs. Nancy Hargis accepted the award for Churchill High School.

Gisela Harkin, Nancy Hargis, Gertrude Bonaparte

"Guidance and Counseling Program," Moore Public Schools, Moore, Oklahoma. A comprehensive K-12 program to help students understand the opportunities available and choices open to them by having strengths and resources. The program components center around counseling, curriculum, communication and cooperation. Numerous community resources are used to support the program.

"Guidance and Counseling Program," Mesa Public Schools, Mesa, Arizona. A comprehensive 7-12 program which focuses on sharpening decision making and problem solving skills. The program also provides personal, preventive, crisis, and educational/vocational counseling. Numerous community resources are used to meet the needs of students.

NOICC 1991 Recognition Awardees

NOICC Recognition Awards

NOICC Recognition awards, presented by Juliette Lester, went to the following deserving colleagues:

- **Kay Raithel**, Executive Director, Missouri SOICC, for network leadership
- **Clifford Granger,** Executive Director, Georgia SOICC, for innovative ideas and activities
- **Richard Froeschle**, Executive Director, and **John Romanek,** LMI Projects Director, both of Texas SOICC, for special achievement in development and delivery of information for program planners and administrators
- **Jasmin Duckett,** Coordinator, Maryland SOICC, for special achievement in development and delivery of career information
- **Hugo Soll,** Manager, Arizona OIS, and **Angeleen Hunter,** Assistant Director, South Carolina SOICC, for outstanding SOICC staff members
- **Eleanor Morgenthau**, President, Directions, and **Karen Wempen,** Member, Illinois SOICC, for contributions to the goals of the NOICC/SOICC Network

John Niemeyer Memorial Award

Jan Staggs, the 1990 recipient, presents the 1991 John Niemeyer Recognition Plaque to **Mildred Nichols,** Executive Director, Rhode Island SOICC, for SOICC Leadership and Service.

Special Activities

Despite High Humidity, Runners Persist

Braving record heat and humidity, 30 people participated in the 2-mile Fun Run along the Hudson River Path early on Sunday morning. The first female finisher, **Asya Ollis** (daughter of Harvey Ollis), clocked in at 18 minutes and 11 seconds. The first male finisher, **Michael Paris** (Wyoming SOICC Director), crossed the finish line at 13 minutes and 11 seconds. A good time was had by all, with encouragement to organize a run for the next year's conference in Tulsa.

Asya Ollis, ahead of the pack (Jim Woods, Harvey and Les Janis)

Michael Parks and Jim Woods

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And They're Off!

On Saturday evening, over 40 conference goers enjoyed the glamour and excitement of harness racing at **Saratoga Raceway**. Of special significance was the seventh race, which was dedicated to our national SOICC Conference. With a purse of $5,200 at stake, this one-miler had hearts racing, too. The winner was Cassie's Ruler! Backers sported big smiles...**Dave Nyhan, Juliette Lester, Gertrude Bonaparte,** and **Lawrence Seidel.**

Site Visits Bring Insights

Adirondack Beverages in Scotia, New York, looks like an average industrial facility on the outside, but behind the plant walls is a high-performance workplace that has been using "total quality management" operating procedures for the past decade. Led by an energetic president/owner who is committed to each worker, we saw how the company has carved out a significant niche in the highly competitive soft drink industry. The motto provided to each employee in a short flyer is this: "How can we make it better?"

Adirondack Beverages

The company's product starts with water pumped directly from its own well and moved through computer-controlled workstations that require all the "workplace basics" addressed by SCANS and other recent studies of employability. The 30 SOICC conference visitors were amazed at the complexity of soft drink processing and marketing today.

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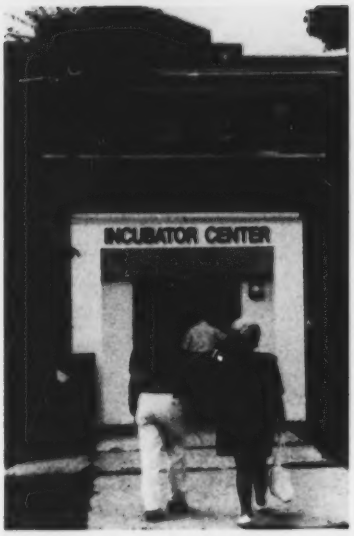
A group of about 45 visited the **Renssalaer Polytechnic Institute** (RPI) just outside Albany. They were given a tour of RPI's business incubator facility where new businesses may locate during start-up. They visited three incubator areas, one dealing with software for dye-cutting machinery, one with metal endurance testing by computer, and one with robotics. Some participants were a little chagrined when a robot could speedily assemble a widget which they couldn't.

Visits were also made to the business assistance center, which provides a variety of computer services to businesses upon request, and an industrial park being developed on land owned by RPI.



Renssalaer Polytechnic Institute Incubator Center

The Way to People's Hearts Is Through Their Stomachs

Did you know we owe the hamburger, Philadelphia Cream Cheese, Jell-o®, pie a la mode, the ice cream sundae, puffed breakfast cereal, hot dogs, and Thousand Island salad dressing to New York culinary inventors?

These well-known New York specialties, as well as lesser known ones from land and sea, were sampled as participants and exhibitors mingled at the **"Taste of New York"** reception held Tuesday evening.

"Taste of New York"

Following the reception was **"Working,"** a musical production based on the book by Studs Terkel, performed by students from West Genesee Senior High School, Camileus, New York. "Working" consists of a series of bright, touching and funny sketches of a variety of working people and their attitudes toward their jobs.

Tuesday evening delighted both hearts and stomachs.

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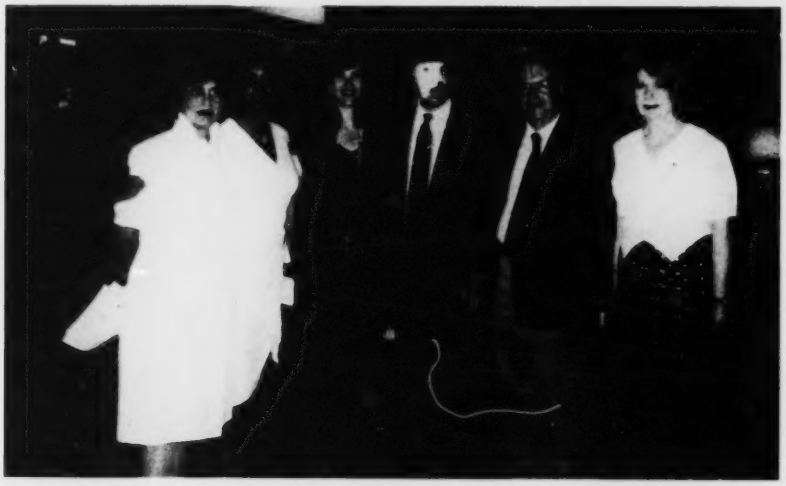
Ross Thompson** receives appreciation for coordination of the **"Working"** performance and the reception from **Juliette Lester, Dave Nyhan** and **Urban Lester.

Vendors

A SPECIAL THANKS to the **vendors** who brought to the conference their state-of-the-art products to keep participants up-to-date on the latest in career information developments.



NOICC/SOICC Network Performers of "All I Ask of You" from Phantom of the Opera.

Participant List

Fourteenth Annual National SOICC Conference

Albany, New York ◆ July 22 - 24, 1991

Mary Alston
Management Services Assistant
NOICC
2100 M St. NW, Suite 156
Washington, D.C. 20037
(202) 653-5665

Vilma L. Alvarez
Statutory Member
Puerto Rico SOICC
P. O. Box 366212
San Juan, Puerto Rico 00936-6212
(809) 723-7110

Lorraine Amico
Senior Policy Analyst
National Governors' Association
444 N. Capitol St.
Washington, D.C. 20001
(202) 624-5346

Tina K. Ammon
Specialist-Guidance
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 542-5074

JoAnn Amore
Jist Works, Inc.
1516 Woods Ave., #5
Normal, Illinois 61761
(309) 452-3848

Dennis R. Angle
Director
Kansas Careers
Fairchild Hall, Room 304
Kansas State University
Manhattan, Kansas 66506-5303
(913) 532-6540

John Archuleta
TSC Member
New Mexico Division of Vocational Rehabilitation
604 W. San Mateo Rd.
Santa Fe, New Mexico 87503
(505) 827-3521

Richard Armstrong
Employment Security Department
MS KG-11
Olympia, Washington 98504-5311

Bob Arnold
SOICC Program Officer
Montana SOICC
Box 1728
Helena, Montana 59624
(406) 444-2741

Patrick R. Arnold
Director, LMAI
Maryland Department of Economic & Employment Development
1100 N. Eutaw, Room 601
Baltimore, Maryland 21201
(301) 333-5000

Kim Baker
Management Analyst
U.S. Department of Labor
200 Constitution Ave. NW
Room N-5636
Washington, D.C. 20210
(202) 535-0664

Phil Baker
Director
Nebraska SOICC
Department of Labor
P. O. Box 94600
Lincoln, Nebraska 68509-4600
(402) 471-9947

Teri A. Baker
Director of Vocational Education
Genesee-Wyoming Vocational Center
8250 State Street Rd.
Batavia, New York 14020
(716) 343-1400

Lauren S. Begam-Brannan
Program Specialist
Texas Rehabilitation Commission
4900 N. Lamar Blvd.
Austin, Texas 78751
(512) 483-4173

Toby Behnen
Vocational Biographies
P. O. Box 31
Sauk Centre, Minnesota 56378
(612) 352-6516

Donnie Benjamin
NWREL/NTSC
101 SW Main, Suite 500
Portland, Oregon 97204
(503) 275-9494

Charlotte Bennett
Guidance Coordinator
Moore Public Schools
3232 Fairway Dr.
Moore, Oklahoma 73160
(405) 794-6787

Clyde W. Bennett
Program Supervisor
Oklahoma Employment Security Commission
3232 Fairway Dr.
Moore, Oklahoma 73160
(405) 794-6787

Adaljisa Cruz-de Bidot
Statutory Member
Puerto Rico SOICC
P. O. Box 366212
San Juan, Puerto Rico 00936-6212
(809) 723-7110

M. Sumyyah Bilal
Executive Director
Eureka CIS
241 26th St.
Richmond, California 94804
(415) 235-3883

Gerard Bilodeau
Regional Manager/Northeast
STM Systems/Careerware
96 Ohio St.
Bangor, Maine 04401
(207) 942-9554

Deborah P. Bloch
President
National Career Development Association
Baruch College
17 Lexington Ave.
New York, New York 10010
(212) 387-1739

Gertrude Bonaparte
Career Guidance Consultant
Michigan Department of Education
P. O. Box 30009
Lansing, Michigan 48909
(517) 335-0370

Mona Bookman
Institute for Life Coping Skills
T.C. Columbia University, Box 138
525 W. 120th St.
New York, New York 10027
(212) 678-3181

Less Boucher
Operations Manager
Illinois SOICC
217 East Monroe St., Suite 203
Springfield, Illinois 62706
(217) 785-0789

JoAnn Bowlsbey
American College Testing
230 Schilling Circle, Suite 350
Hunt Valley, Maryland 21031-1178
(301) 584-8000

Marilyn Boyle
Associate Director
Massachusetts SOICC
19 Staniford St.
C. F. Hurley Bldg., 2nd Floor
Boston, Massachusetts 02114
(617) 727-6718

Kay T. Brawley
Career Development Specialist
NOICC
2100 M St. NW, Suite 156
Washington, D.C. 20037
(202) 653-7680

Garry L. Breedlove
Manager
Florida OIS
2012 Capitol Circle SE, Suite 200
Tallahassee, Florida 32399-0674
(904) 488-1048

Carol Bridges
Micro-OIS Manager
Connecticut SOICC
25 Industrial Park Rd.
Middletown, Connecticut 06457-1543
(203) 638-4181

Sigurd Brivkalns
Executive Director
California SOICC
P. O. Box 944222
Sacramento, California 94244-2220
(916) 323-6544

Charles W. Brodhead
President
The Communications Support Group, Inc.
222 S. Albany St.
Ithaca, New York 14850
(608) 272-1031

Marnie Brown
Facility Specialist
Kansas Rehabilitation Services
300 SW Oakley, Biddle Bldg.
Topeka, Kansas 66606
(913) 296-3911

Sherry Brown
National Accounts Director
COIN Educational Products
3361 Executive Parkway, Suite 302
Toledo, Ohio 43606
(419) 536-5353

Susan W. Brown
Executive Director
Maine SOICC
State House Station #71
Augusta, Maine 04333
(207) 289-2331

Helen Burgess
Veterans Resource Specialist
New York State Department of Labor
Room 570, Bldg. 12
Albany, New York 12240
(518) 457-1344

Michael Burke
Job Training Specialist II
New York State Job Training Partnership
P. O. Box 7015
Alfred E. Smith Bldg. 17
Albany, New York 12225-7015
(518) 474-6014

Lloyd George Burton
Director
Midwifery Development Academy
67 Manhattan Ave., Apt. 5-B
Brooklyn, New York 11206
(718) 388-9561

Mark Butler
Planner II
Texas Education Agency
1701 N. Congress
Austin, Texas 78701-1494
(512) 475-3428

Vickie Butler
Education Consultant
Department of Education
Occupational Education Branch
400 W. King St.
Carson City, Nevada 89710
(702) 687-3144

Stan Butterworth
Executive Director
Arizona SOICC
P. O. Box 6123
Site Code 897J
Phoenix, Arizona 85005
(602) 542-3680

Burton Carlson
OIS Specialist
NOICC
2100 M St. NW, Suite 156
Washington, D.C. 20037
(202) 653-5665

Richard E. Carlson
Director, Education & Work
Federal Education Department
Washington, D.C.
(202) 219-2093

Fran Carney
Director of Guidance
Mesa Public Schools
549 N. Stapley Dr.
Mesa, Arizona 85203-7297
(602) 898-7938

Nell C. Carney
Commissioner
Rehabilitation Services Administration
U.S. Department of Education
Mary E. Switzer Bldg.
Washington, D.C. 20202

David Caulum
Program Manager
Wisconsin Career Information System
1078 Educational Sciences
1025 W. Johnson St.
Madison, Wisconsin 53706
(608) 263-5601

Robert A Ciauri
Director
San Bernardino County Schools
601 "N" East
San Bernardino, California 92410
(714) 387-4439

William Clark
New York SED/VESID
One Commerce Plaza, Room 1947
Albany, New York 12234
(518) 474-7981

Glenn Cogshall
Work Experience Coordinator
Western Delaware BOCES
R.D. #1
Sidney Center, New York 13839
(607) 865-6591

Erwin M. Cohen
Assistant Director of Research
Illinois Department of Employment Security
401 S. State St.
Chicago, Illinois 60605
(312) 793-5820

Debra Colley
New York SED/VESID
One Commerce Plaza, Room 1947
Albany, New York 12234
(518) 474-7981

Edmund Cortez
New York SED/VESID
One Commerce Plaza, Room 1947
Albany, New York 12234
(518) 474-7981

George Cortright
New York SED/VESID
One Commerce Plaza, Room 1947
Albany, New York 12234
(518) 474-7981

John B. Cosgrove
Coordinator
Minnesota SOICC
690 American Center Bldg.
150 E. Kellogg Blvd.
St. Paul, Minnesota 55101
(612) 296-2072

Ellen T. Coughlin
Work Experience Teacher
Chenango TEC Center
Rd. 3, E. River Rd.
Norwich, New York 13815
(607) 334-2771

Coy Cozart
SOICC Director
Arkansas SOICC
P. O. Box 2981
Little Rock, Arkansas 72203
(501) 682-1543

Gary Crossley
LMI & Research Director
ICESA
444 North Capitol Street NW
Suite 126
Washington, D.C. 20001
(202) 628-5588

Cal Crow
Program Coordinator
Center for Career & Work-Related Education
Highline Community College 25-5A
P. O. Box 98000
Des Moines, Washington 98198-9800
(206) 878-9759

Lorraine M. Davis
IEC Consultant
North Carolina Department of Public Instruction
116 West Edenton St., Education Bldg.
Raleigh, North Carolina 27603-1712
(919) 733-7094

Barbara Derwart
OIS Manager
New Jersey SOICC
New Jersey Department of Labor
CN056
Trenton, New Jersey 08625
(609) 633-3771

Ramon Diaz-Gomez
President
Puerto Rico SOICC
P. O. Box 366212
San Juan, Puerto Rico 00936-6212
(809) 723-7110

George Dignan
Administrator
Southwest Idaho Private Industry Council
10624 W. Executive Dr.
Boise, Idaho 83704
(208) 322-7411

Rey Domingo
Research Statistician
Hawaii State Department of Labor & Industrial Relations
830 Punchbowl St., Room 304
Honolulu, Hawaii 96813
(808) 548-3209

Paul Downes
Managing Editor
Chronicle Guidance Publications
P. O. Box 1190
Moravia, New York 13118
(315) 497-0330

Alan Doyle
Supervisor
Nassau BOCES
Valentines Rd. & The Plain Rd.
Westbury, New York 11590
(516) 997-8700

Jasmin Duckett
Director
Maryland SOICC
1100 N. Eutaw St.
Baltimore, Maryland 21201
(301) 333-5478

Elizabeth Ducolon
Consultant
Vermont Department of Education
State Office Bldg.
Montpelier, Vermont 05401
(802) 828-3131

Johanna Duncan-Poitier
New York SED/VESID
One Commerce Plaza, Room 1947
Albany, New York 12234
(518) 474-7981

Donna M. Dye
Personnel Research Psychologist
Department of Labor, Employment & Training Administration
200 Constitution Ave., Room N4470
Washington, D.C. 20210
(202) 535-0192

Phillip Dyson
Coordinator, Client Assistance Program
Center for Independence of Disabled in New York
841 Broadway, Suite 205
New York, New York 10003
(212) 674-2300

Lee Eisenhauer
Bureau of Labor Statistics
Department of Labor
St. Thomas, Virgin Islands 00802

Rebecca W. Eleazer
Labor Market Analyst
South Carolina Employment Security Commission
P. O. Box 995
Columbia, South Carolina 29202
(803) 737-2728

Donald E. Elson
Project Co-Director
NCRVE
242 Lane Hall
VPI & SU
Blacksburg, Virginia 24061
(703) 221-8195

Dolores A. Esser
Executive Director
Virginia SOICC/Employment Commission
P. O. Box 1358
703 E. Main St.
Richmond, Virginia 23211
(804) 786-7496

Judy Ettinger
Project Director
Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 W. Johnson St.
Madison, Wisconsin 53706
(608) 263-4367

Keith Ewald
Director
Ohio Bureau of Employment Services
145 S. Front St.
P. O. Box 1618
Columbus, Ohio 43215
(614) 644-2689

Cathy L. Farrar
Counselor
USAF, TCA Education Center,
Berlin, Germany
7350 ABG/DPE
APO New York, New York
09611-5000
(030) 819-5898

Francis Ferry
CFKR Career Materials, Inc.
11860 Kemper Rd.
Auburn, California 95603
(916) 889-2357

Fritz Fichtner
Executive Director
Pennsylvania SOICC
1224 Labor & Industry Bldg.
Harrisburg, Pennsylvania 17120
(717) 787-8646

Craig P. Flood
Director
New York State Occupational Education Equity Center
47 Cornell Rd.
Latham, New York 12110
(518) 786-3211

Joan M. Folmsbee
State University of New York
Albany, New York 12246

Richard Froeschle
Executive Director
Texas SOICC
1117 Trinity, Room 526T
Austin, Texas 78701
(512) 463-2399

Pam Frugoli
OIS Specialist
NOICC
2100 M St. NW, Suite 156
Washington, D.C. 20037
(202) 653-5665

Ray Gallerani
Senior National Evaluator & Guidance Consultant
Riverside Publishing Company
8420 Bryn Mawr Ave.
Chicago, Illinois 60631
(312) 693-0040

Dorothy Gattis
Supervisor, Labor Market Analyst
Texas Employment Commission
15th & Congress, Room 208T
Austin, Texas 78778
(512) 463-3188

Phil George
Data Analyst
South Dakota Dept. of Labor/LMI
420 South Roosevelt St.
Aberdeen, South Dakota 57401
(605) 622-2314

Joni Gilton
Manager
Texas SOICC
1117 Trinity, Room 526T
Austin,, Texas 78701
(512) 463-2399

Helen V. Giraitis
Data Analyst
Texas Higher Education Coordinating Board
P. O. Box 12788
Austin, Texas 78711
(512) 483-6233

Jon E. Glau
Director
Private Career Schools
Colorado Department of Education
1290 Broadway, Suite 804
Denver, Colorado 80203
(303) 894-2960

George K. Glass
Director
Louisiana SOICC
P. O. Box 94094
Baton Rouge, Louisiana 70804
(504) 342-5151

Robert Goldberg
GIS Marketing Manager
Riverside Publishing Company
8420 Bryn Mawr Ave.
Chicago, Illinois 60631
(312) 693-0040

Cliff Granger
Executive Director
Georgia SOICC
148 International Blvd.
Atlanta, Georgia 30303
(404) 656-3177

Mark Gratzer
HRD Consultant
Eastman Kodak Company
1669 Lake Ave.
Rochester, New York 14652-3208
(716) 477-4888

A. M. Gregorio
Statistical Analyst III
Oklahoma Employment Security Commission/Research
308 Will Rogers Bldg.
Oklahoma City, Oklahoma 73105
(405) 557-5382

Dean Griffin
President
PAVE, The Education & Training Foundation
208 N. Washington St.
Alexandria, Virginia 22314
(703) 683-0547

Jonnie Griffin
Assistant Director
Alabama SOICC
207 Montgomery St.
Bell Bldg., Suite 400
Montgomery, Alabama 36130
(205) 242-2990

Harold Hackney
President
Association for Counselor Education & Supervision
68 Blakeman Pl.
Stratford, Connecticut 06497
(203) 386-9277

Sylvia A. Hara-Nielsen
Program Administrator
Transition Center Program
Department of Labor & Industrial Relations
830 Punchbowl St., #321
Honolulu, Hawaii 96813
(808) 548-2500

Naomi Harada
LMI Research Supervisor
Hawaii State Department of Labor & Industries
830 Punchbowl St., Room 302
Honolulu, Hawaii 96813
(808) 548-6470

Nancy Hargis
Executive Director
Oregon SOICC
875 Union St. NE
Salem, Oregon 97311
(503) 378-8146

Gisela Harkin
Career Guidance Program Officer
U.S. Department of Education
400 Maryland Ave.
Washington, D.C. 20202
(202) 732-2437

Paul E. Harrington
Associate Director
Center for Labor Market Studies
Northeastern University
360 Huntington Ave., 315 Holmes
Boston, Massachusetts 02115
(617) 437-2242

Jim Harris
Director
Colorado SOICC
4601 Hyland Green Pl.
Westminster, Colorado 80030
(303) 866-4488

Edy Hayes
Department of Education
P. O. Box 25501
Juneau, Alaska 99802-5501
(907) 465-2712

Bruce Heath
Utah LMI Systems & Research Department
174 Social Hall Ave.
Salt Lake City, Utah 84111
(801) 533-2396

Sandra Heath
Labor Market Analyst Supervisor
Louisiana Department of Employment & Training
Research & Statistics
P. O. Box 94094
Baton Rouge, Louisiana 70804-9094
(504) 342-3141

William V. Herbein
Manager
Ohio Rehabilitation Services Commission
400 E. Campus View Blvd.
Columbus, Ohio 43235-4604
(614) 438-1292

Jesus Hernandez-Rios
Executive Director
Puerto Rico SOICC
P. O. Box 366212
San Juan, Puerto Rico 00936-6212
(809) 723-7110

Lincoln T. Higa
Program Director
Hawaii CIDS
615 Piikoi St., Suite 100
Honolulu, Hawaii 96814
(808) 548-5330

Don Hilber
Information Analysis Coordinator
Minnesota Department of Jobs
390 N. Robert St.
St. Paul, Minnesota 55010
(612) 296-6545

Eusebio A. Hocog
Labor Skills Marketing Specialist
Department of Commerce & Labor
Office of the Mayor
Government of the Northern Marianas
Rota, Northern Marianas 96951
(670) 532-9478

Peter H. Hogg
Resource Planner
Vermont SOICC
P. O. Box 488
Montpelier, Vermont 05601
(802) 828-4330

Prue Holton
Executive Director
Connecticut SOICC
25 Industrial Park Rd.
Middletown, Connecticut 06457
(203) 638-4042

Peter Honsberger
General Manager
ARC/Southern Tier Industries
711 Sullivan St.
P. O. Box 628
Elmira, New York 14902

Valorie Hopkins
Executive Director
Nevada SOICC
1923 N. Carson St., Suite 211
Carson City, Nevada 89710
(702) 687-4577

Jerry House
Coordinator, Youth Services
Tennessee Department of Labor
501 Union Bldg., 6th Floor
Nashville, Tennesee 37253
(615) 741-1031

Jim Houser
National Center for Education Statistics
555 New Jersey Ave. NW, Room 517
Washington, D.C. 20208-5650
(202) 219-1419

Yvonne Howell
Coordinator
D.C. SOICC
500 C St. NW, Room 215
Washington, D.C. 20001
(202) 639-1095

Mark Hughes
Director, Economic Research & Analysis
Texas Employment Commission
15th & Congress
Austin, Texas 78778-0001
(512) 463-2326

Angeleen Hunter
Assistant SOICC Director
South Carolina SOICC
P. O. Box 995
Columbia, South Carolina 29202
(803) 737-2733

Les Janis
Director
Georgia CIS
Georgia State University
University Plaza, Box 1028
Atlanta, Georgia 30303
(404) 651-3100

Nancy Jarvie
Evaluation & Guidance Specialist
Riverside Publishing Company
8420 Bryn Mawr Ave.
Chicago, Illinois 60631
(312) 693-0040

Dorothy E. Jenkins
State Director
D. C. Public Schools
415 12th St. NW, Room 610
Washington, D.C. 20004

Christine Jensen
Assistant Project Coordinator
OSU/NTSC
OCHE, 327 Snell Hall
Oregon State University
Corvallis, Oregon 97331-1633
(503) 737-1281

Douglass Jex
SOICC Chair
Office of Job Training
Department of Commerce & Economic Development
324 S. State St., Suite 210
Salt Lake City, Utah 84111
(801) 538-8760

Auther Jordan
Program Chief
Oklahoma Employment Security Commission/Research
308 Will Rogers Bldg.
Oklahoma City, Oklahoma 73105
(405) 557-7265

Carmela Joseph
New Jersey Department of Education
Division of Vocational Education
225 West State St.
Trenton, New Jersey 08625
(609) 292-5822

John W. Kalas
State University of New York
Albany, New York 12246

Jackie Keener
Labor Market Analyst
Employment Security Commission/LMID
P.O. Box 25903
Raleigh, North Carolina 27611-5903
(919) 733-2936

Brynn Keith
Labor Economist
Department of Labor
P. O. Box 25509
Juneau, Alaska 99802-5509
(907) 465-2712

Gerald Kilbert
California SOICC Chairman
California Department of Education
560 J St.
Sacramento, California 95814
(916) 322-6535

Anne Kilgore
OSU/NTSC
Oregon State University
327 Snell Hall
Corvallis, Oregon 97331
(503) 737-1284

Mary Anne Knobloch
User Services Manager
Virginia View-Virginia Tech
205 W. Roanoke St.
Blacksburg, Virginia 24061-0527
(703) 231-7158

Jonathan Knowles
Associate Editor
Vocational Studies Center
University of Wisconsin-Madison
1055 Educational Sciences
1025 W. Johnson St.
Madison, Wisconsin 53706
(608) 262-9044

Linda L. Kobylarz
President
Kobylarz & Associates
349 Jerome Ave.
Burlington, Connecticut 06013
(203) 583-9846

Carol J. Kososki
Director
South Carolina SOICC
P. O. Box 995
Columbia, South Carolina 29202
(803) 737-2733

Deborah Koval
Education Service Specialist
Connecticut Department of Education
236 Barbourtown Rd.
Collinsville, Connecticut 06022
(203) 693-8811

Katie Krider
Division Director
Employment & Training
Kansas Department of Human Resources
401 SW Topeka Blvd.
Topeka, Kansas 66603
(913) 296-5204

Ronald E. Kutscher
Associate Commissioner
Bureau of Labor Statistics
Office of Employment Projections
600 E Street NW, Room 9216
Washington, D.C. 20212
(202) 272-5381

Crystal A. Kuykendall
President
Kuykendall, Ltd.
2936 Carlton Ave. NE
Washington, D.C. 20018

David L. Laird
Director
Employment Security Commission
1550 Gadsden St.
Columbia, South Carolina 29202
(803) 737-2660

Roger Lambert
Vocational Studies Center
University of Wisconsin-Madison
1025 W. Johnson St., Room 964
Madison, Wisconsin 53706
(608) 263-2704

Joanne Lantz
Specialist/School Counseling
Bureau of Student Development
New York State Education Department
Albany, New York 12240
(518) 474-6943

Claude Lapointe
STM Systems Corp./Careerware
2220 Walkley Rd.
Ottawa, Ontario, Canada K1G 5L2
(613) 737-7373

Fay G. Larson
Director
Nebraska Career Information System
421 Nebraska Hall
University of Nebraska
Lincoln, Nebraska 78588
(402) 472-2570

Vicki Lau
Research Statistician
Hawaii Dept of Labor & Industrial Relations
830 Punchbowl St., Room 304
Honolulu, Hawaii 96813
(808) 548-3209

Charles Lehman
Director
New Mexico SOICC
P. O. Box 1928
401 Broadway NE
Albuquerque, New Mexico 87102
(505) 841-8455

Juliette N. Lester
Executive Director
NOICC
2100 M Street NW, Suite 156
Washington, D.C. 20037
(202) 653-5665

Patricia Levin
Placement Coordinator
Niagara Frontier
Vocational Rehabilitation Center
100 Leroy
Buffalo, New York 14221
(716) 833-3231

Luigi Lewis
Treasurer
Midwifery Development Academy
300 W. 21st St., Suite 23
New York, New York 10011-3324
(212) 242-2573

Trinidad M. Lewis
President
Midwifery Development Academy
300 W. 21st St., Suite 23
New York, New York 10011-3324
(212) 242-2573

Francie Lindner
Conference Logistics Coordinator
NWREL/NTSC
101 SW Main, Suite 500
Portland, Oregon 97204
(503) 275-9602

Joan Lowell
Administrative Director
The Actors Work Program
165 West 46th St., 16th Floor
New York, New York 10036
(212) 869-8530

Nancy H. MacCormac
Executive Director
North Carolina SOICC
1311 St. Mary's St.
P. O. Box 27625
Raleigh, North Carolina 27611
(919) 733-6700

Ira Magaziner
President
SJS, Inc.
56 Pine St.
Providence, Rhode Island 02903
(401) 421-5990

Irene D. Makiya
Coordinator, Career Education
Office of the State Director for Vocational Education
2302 Ahe St., A-26
Honolulu, Hawaii 96816

Glenn H. Manglona
JPO/Acting Chief
Department of Commerce & Labor
Office of the Governor, Capitol Hill
Saipan, Northern Marianas 96950
(670) 322-8711

Dan Marrs
Coordinator
North Dakota SOICC
Box 1537
Bismarck, North Dakota 58502-1537
(701) 224-2733

Julia H. Martin
Principal Investigator
VOIS Center for Public Service
University of Virginia
2015 Ivy Rd., 4th Floor
Charlottesville, Virginia 22903
(804) 924-1022

Willie Mae Martin
Coordinator
Tennessee SOICC
500 James Robertson Parkway, 11th Floor
Nashville, Tennesee 37245
(615) 741-6451

Miguel A. Martinez-Williams
Executive Secretary
Puerto Rico SOICC
P. O. Box 366212
San Juan, Puerto Rico 00936-6212
(809) 723-7110

Belinda McCharen
Guidance Coordinator
Oklahoma Department of Vocational & Technical Education
1500 W. Seventh Ave.
Stillwater, Oklahoma 74074
(405) 743-5158

Larry McClure
Director, Education & Work Program
NWREL/NTSC
101 SW Main, Suite 500
Portland, Oregon 97204
(503) 275-9597

Janis P. McCullough
Assistant Director
Delaware SOICC
P. O. Box 9029
Newark, Delaware 19714
(302) 368-6963

Carl McDaniels
Project Director
Virginia VIEW
Virginia Tech
205 Roanoke St.
Blacksburg, Virginia 24061-0527

Michael McElroy
OES Program Director
Bureau of Labor Statistics
441 G St. NW
GAO Bldg., Room 2913
Washington, D.C. 20212
(202) 523-1684

George McGuire
Director
West Virginia SOICC
One Dunbar Plaza, Suite E
Dunbar, West Virginia 25064
(304) 766-8342

Brian P. McLane
Assistant Commissioner for Service Delivery
VESID
OCP, Room 1600
Albany, New York 12234
(518) 426-8850

Margarita Medina-Velez
Administration Area Director
Puerto Rico SOICC
P. O. Box 366212
San Juan, Puerto Rico 00936-6212
(809) 723-7110

Holly Miles
Executive Director
The Oregon Consortium
260 SW Ferry St., #102
Albany, Oregon 97321
(503) 928-0241

Juliet Miller
NOICC Consultant
317 Kertess Ave.
Worthington, Ohio 43085
(614) 436-8004

Robert Molander
Kansas Department of Human Resources
401 SW Topeka
Topeka, Kansas 66603

Charles Mollerup
Director
Idaho SOICC
650 West State St., Room 301
Boise, Idaho 83720
(208) 334-3705

C. Harvey Monk
Assistant Division Chief
U.S. Department of Commerce
FOB #3, Room 2578
Washington, D.C. 20233
(301) 763-2536

Alan Moore
Executive Director
Iowa SOICC
200 East Grand Ave.
Des Moines, Iowa 50309
(515) 242-4890

Robert L. Morgan
3857 Beech Down Drive
Chantilly, Virginia 22021
(703) 758-4167

Eleanor Morgenthau
Consultant
Directions
640 Muriel Ct.
Tallahassee, Florida 32303
(904) 385-0003

Betty Morton
Manager, Job Placement Services
Association for Blind and Visually Impaired
422 S. Clinton Ave.
Rochester, New York 14620
(716) 232-1111

Raymond H. Mueller, Jr.
Executive Director
Nebraska Council on Vocational Education
E421 Nebraska Hall, UN-L
Lincoln, Nebraska 68588-0551
(402) 472-3339

Sandra Muir
Supervisor
Ohio Department of Education
65 S. Front St., Room 912
Columbus, Ohio 43266-0308
(614) 466-5718

Martha A. Mullin
Special Education Teacher
The Charlton School
13 Plaid Pl.
Clifton Park, New York 12065
(518) 371-5922

Robert Murdock
Labor Economist
Nevada Employment Security Department
500 E. Third St.
Carson City, Nevada 89713
(702) 687-4550

Sarah Mussett
Coordinator of Planning
Oklahoma Department of Vocational/Technical Education
1500 W. Seventh Ave.
Stillwater, Oklahoma 74074
(405) 743-5129

Jeff Nall
Administrator
Iowa SOICC
200 E. Grand Ave.
Des Moines, Iowa 50309
(515) 242-4779

George Nazer, Jr.
Director
Economic & Labor Market Information
New Hampshire Employment Security
32 S. Main
Concord, New Hampshire 03301
(603) 228-4123

Michael J. Neill
Director
National CIS
1787 Agate St.
Eugene, Oregon 97403
(503) 346-3872

Joel C. New
Director
North Carolina Division of Employment & Training
111 Seaboard Ave.
Raleigh, North Carolina 27606
(919) 733-6383

Mildred T. Nichols
Executive Director
Rhode Island SOICC
22 Hayes St.
Providence, Rhode Island 02908-5025
(401) 272-0830

Betty A. Nicholson
Program Analyst
NOICC
2100 M St. NW, Suite 156
Washington, D.C. 20037
(202) 653-5671

David J. Nyhan
Executive Director
New York SOICC
State Campus, Bldg. 12, Room 400
Albany, New York 12240
(518) 457-6182

Daniel M. Ogden, Jr.
3118 NE Royal Oaks Dr.
Vancouver, Washington 98662
(206) 254-8886

Katrina J. Olin
SOICC Assistant
New Hampshire SOICC
64B Old Suncook Rd.
Concord, New Hampshire 03301
(603) 228-3349

Harvey Ollis
OIS Specialist
NOICC
2100 M St. NW, Suite 156
Washington, D.C. 20037
(202) 653-5671

Gerald T. Olson
Consultant
Los Angeles County Office of Education
9300 Imperial Highway
Downey, California 90242
(213) 922-6599

Patricia A. Opar
Guidance Counselor
South Colonie Central Schools
3 Kerry Lane
Albany, New York 12211-2311
(518) 449-7074

Tom Owens
SOICC Staff
Arkansas SOICC
P. O. Box 2981
Little Rock, Arkansas 72203
(501) 682-1543

Maile Pa'alani
Administrative Director
Wisconsin SOICC
P. O. Box 7972, Room 211X
Madison, Wisconsin 53707
(608) 266-8012

Jon Palace
Executive Editor, GIS
The Riverside Publishing Company
8420 Bryn Mawr Ave.
Chicago, Illinois 60631
(312) 693-0040

Michael J. Paris
Executive Director
Wyoming SOICC
P. O. Box 2760
Casper, Wyoming 82602

Chrystal L. Partridge
Executive Director
Tennessee SOICC
500 James Robertson Parkway, 11th Floor
Nashville, Tennesee 37245
(615) 741-6451

Cindy Paul
Research Analyst
Idaho Department of Employment
317 Main St.
Boise, Idaho 83735
(208) 334-6176

Robert Penski
Penski, Inc.
P. O. Box 5075
Potsdam, New York 13676
(315) 265-8860

Jay J. Pfeiffer
Director, FETPIP
Department of Education
107 West Gaines St.
Tallahassee, Florida 32399
(904) 487-0900

Linda Phelan
Job Training Specialist II
New York State Job Training Partnership
P.O. Box 7015
Alfred E. Smith Bldg. #1
Albany, New York 12225-7015
(518) 474-6014

Bob Philbeck
Deputy Director
North Carolina Vocational Rehabilitation Services
P. O. Box 26053
805 Ruggles Dr.
Raleigh, North Carolina 27611
(919) 733-3364

G. James Pinchak
Associate Director
Ohio Department of Education
65 South Front St., Room 904
Columbus, Ohio 43266-0308
(614) 466-2095

Thomas J. Plewes
Associate Commissioner
Bureau of Labor Statistics
441 G St. NW, Room 2919
Washington, D.C. 20212
(202) 523-1180

Katherine Prouty
Editor, GIS
The Riverside Publishing Company
8420 Bryn Mawr Ave.
Chicago, Illinois 60631
(312) 693-0040

Victor P. Racicot
Executive Director
New Hampshire SOICC
64B Old Suncook Rd.
Concord, New Hampshire 03301
(603) 228-3349

Bob Rafferty
Bureau Chief
Montana Department of Labor & Industries, Research & Analysis
P. O. Box 1728
Helena, Montana 59634
(406) 444-2430

Kay Raithel
Director
Missouri SOICC
421 E. Dunklin St.
Jefferson City, Missouri 65101
(314) 751-3800

Armando Ramos-Toro
Vice President
Puerto Rico SOICC
P. O. Box 366212
San Juan, Puerto Rico 00936-6212
(809) 723-7110

Judith Randall
Career Development Consultant
36 Mace Rd.
Hampton, New Hampshire 03842
(603) 926-7332

Donald E. Rawe
Vocational Rehabilitation Specialist
Rehabilitation Services Administration
U.S. Department of Education
330 C St. SW
Washington, D.C. 20202
(202) 732-1414

Konrad S. Reyes
Executive Director
Northern Marianas SOICC
P. O. Box 149
Saipan, Northern Marianas 96950
(670) 234-1457

Chris Reynolds
Research Economist
Illinois Department of Commerce
620 E. Adams
Springfield, Illinois 62701
(217) 785-4560

Deborah Rhone
Coordinator
Tennessee SOICC
500 James Robertson Parkway,
11th Floor
Nashville, Tennesee 37245

Virginia Riser
National Accounts Representative
Educational Testing Service
701 Brazos St., Suite 350
Austin, Texas 78701
(512) 478-8191

Robert H. Rittle
Faculty Associate
IUP Institute for Research
213 Clark Hall, IUP
Indiana, Pennsylvania 15705
(412) 357-4529

Jim Roberts
Educational Technologies, Inc.
1007 Whitehead Rd. Extension
Trenton, New Jersey 08638
(609) 882-2668

Susan Roberts
New York SED/VESID
One Commerce Plaza, Room 1947
Albany, New York 12234
(518) 474-7981

John Romanek
Projects Director
Texas SOICC
1117 Trinity, Room 526T
Austin, Texas 78701
(512) 463-2399

Steve Rosenow
Coordinator
National Crosswalk Service Center
Iowa State
200 East Grand Ave.
Des Moines, Iowa 50309
(515) 242-4881

Neal H. Rosenthal
Chief
Division of Occupational Outlook
Bureau of Labor Statistics
600 E St. NW, Room 9216
Washington, D.C. 20212
(202) 272-5382

Timothy Rucinski
Regional Representative
Careerware
448 Court St.
Brooklyn, New York 11231
(718) 855-7887

Harry Russos
OIS Manager
North Carolina SOICC
1311 St. Mary's St.
P. O. Box 27625
Raleigh, North Carolina 27611
(919) 733-6700

Robbie C. Ryan
Operations Analyst
Louisiana SOICC
P. O. Box 94094
Baton Rouge, Louisiana 70804
(504) 342-5150

Sally Saddler
Assistant Director
Department of Labor
P. O. Box 25509
Juneau, Alaska 99802-5509
(907) 465-2712

Gregory B. Sampson
Director
Employment Security Commission/
LMI
P. O. Box 25903
Raleigh, North Carolina 27611
(919) 733-2936

Alvaro A. Santos
Chair
Northern Marianas Island SOICC
P. O. Box 1250
Saipan, Northern Marianas 96950
(670) 234-7394

Mark Schaff
Director
Ohio SOICC/LMI/OBES
145 S. Front St.
P.O. Box 1618
Columbus, Ohio 43215
(614)644-2689

Todd Scheffers
Goodheart-Willcox Co., Inc.
123 West Taft Dr.
South Holland, Illinois 60473
(708) 333-7200

Richard Schoonover
Council Member
Nebraska Council on Vocational
Education
E421 Nebraska Hall, UN-L
Lincoln, Nebraska 68588-0551
(402) 472-3339

Jeremy Schrauf
Director, R&S
Department of Labor
Bldg. 12, State Campus, Room 400
Albany, New York 12240
(518) 457-6181

Pat Schwallie-Giddis
Assistant Executive Director
American Association of
Counseling & Development
5999 Stevenson Ave.
Alexandria, Virginia 22304
(703) 823-9800

David Segalla
New York SED/VESID
One Commerce Plaza, Room 1947
Albany, New York 12234
(518) 474-7981

Laurence H. Seidel
Director
New Jersey SOICC
CN056
Trenton, New Jersey 08625
(609) 292-2682

Laurence Shatkin
Development Specialist
Educational Testing Service
Mail Stop 18-R, Rosedale Road
Princeton, New Jersey 08541
(609) 734-5868

Paulette Shaw
R&D Specialist, LMI Systems
Utah Department of Employment Security/LMI
174 Social Hall Ave.
P. O. Box 11247
Salt Lake City, Utah 84149
(801) 533-2294

Robert Sherer
Director
Michigan SOICC
Box 30015
Lansing, Michigan 48909
(517) 373-0363

Marilyn M. Shipman
Supervisor
Ohio Department of Education
65 South Front St., Room 912
Columbus, Ohio 43266-0308
(614) 644-6771

Curtis G. Shumaker
Executive Director
Oklahoma SOICC
1500 W. Seventh Ave.
Stillwater, Oklahoma 74074
(405) 743-5425

Marilyn Silver
Project Director, DOT Review
Aguirre International
U.S. Department of Labor
200 Constitution Ave. NW
Room N4470
Washington, D.C. 20210
(202) 535-0172

Victoria Simmons
PIC Coordinator
Private Industry Council
Public Safety Bldg., Room 240
Rochester, New York 14614
(716) 428-7401

Mary Louise Simms
Executive Director
Alabama SOICC
207 Montgomery St.
Bell Bldg., Suite 400
Montgomery, Alabama 36130
(205) 242-2990

Rod Slack
OIS Specialist
NOICC
2100 M St. NW, Suite 156
Washington, D.C. 20037
(202) 653-7680

Hugo H. Soll
OIS Manager
Arizona Department of Economic Security
1008 S. Farmer #1
Tempe, Arizona 85281
(602) 542-3871

Howard Splete
Professor of Education
Oakland University
522 O'Dowd Hall
Rochester, Michigan 48309
(313) 370-4173

Jan Staggs
Executive Director
Illinois SOICC
217 E. Monroe St., Suite 203
Springfield, Illinois 62706
(217) 785-0789

Patrick Stanley
Executive Director
Hawaii SOICC
830 Punchbowl St., #315
Honolulu, Hawaii 96813
(808) 548-3496

Sam Stempel
Edits Publishers
P. O. Box 7234
San Diego, California 92107
(619) 222-1666

David W. Stevens
Professor
University of Maryland-Baltimore County
Department of Economics & Finance
1420 N. Charles St.
Baltimore, Maryland 21201
(301) 625-4620

Tammy Thorin Stewart
Director
Utah SOICC
174 Social Hall Ave.
P. O. Box 11249
Salt Lake City, Utah 74147-0249
(801) 533-2028

Diane Stringer
Regional Manager
Careerware
1607 Pear Orchard Pl.
Jackson, Mississippi 39211
(601) 957-8408

Sylvia Stull
Guidance Supervisor
Lewis Cass Intermediate School District
61682 Dailey Rd.
Cassopolis, Michigan 49047
(616) 782-2174

Eric Suber
Peterson's Guides, Inc.
P. O. Box 2123
Princeton, New Jersey 08543-2123
(609) 243-9111

John Ah Sue
Director
Department of Human Resources
American Samoa Government
Pago Pago, American Samoa 96799
(684) 633-4485

Dorothy R. Sullivan
Program Manager
Massachusetts SOICC
19 Staniford St.
Boston, Massachusetts 02114
(617) 727-6531

Michael Swaim
Occupational Analyst Supervisor
Employment Security Commission
P.O. Box 27625 ESC-OAFC
Raleigh, North Carolina 27611
(919) 733-7917

Joanne Swearingen
Educational Specialist
Department of Education
Office of Instructional Services
1302 Queen Emma St., Room 201
Honolulu, Hawaii 96813
(808) 548-4394

Mike Sylvester
R&D Specialist, LMI Systems
Utah Department of Employment Security/LMI
174 Social Hall Ave.
P. O. Box 11247
Salt Lake City, Utah 84111
(801) 533-2725

Carol Tegen
Marketing Specialist, GIS
Riverside Publishing Company
8420 Bryn Mawr Ave.
Chicago, Illinois 60631
(312) 693-0040

Patrick U. Tellei
Vocational Education Coordinator/ Director
Northern Marianas Public School System
P. O. Box 1370 CK
Saipan, Northern Marianas 96950
(670) 322-9311

Marjorie Tierney
New York SED/VESID
One Commerce Plaza, Room 1947
Albany, New York 12234
(518) 474-7981

John Tirinzonie
Research Supervisor
Connecticut Labor Department
Office of Research
200 Folly Brook Blvd.
Wethersfield, Connecticut 06109
(203) 566-7507

Donna J. Tolson
Director, VOIS
Center for Public Service
University of Virginia
2015 Ivy Rd., 4th Floor
Charlottesville, Virginia 22903
(804) 924-1022

Roland Turley
General Vocational Education Advisor
Pennsylvania Department of Education
333 Market St., 6th Floor
Harrisburg, Pennsylvania 17126-0333
(717) 787-8804

Linda Tysl
Education Specialist
Department of Defense
551 Lakehurst Rd., Apt. 1-R
Waukegan, Illinois 60085
(708) 689-4637

Zark VanZandt
Associate Professor
University of Southern Maine
400 Bailey Hall
Gorham, Maine 04038
(207) 780-5071

Mary Susan Vickers
Director
South Dakota Department of Labor/LMI
420 S. Roosevelt St.
Aberdeen, South Dakota 57401
(605) 622-2314

Agapito Villegas
Director, Research & Statistics
Bureau of Employment Security
505 Munoz Rivera Ave.
San Juan, Puerto Rico 00918
(809) 751-2660

Robert Vinson
Director
Massachusetts SOICC
19 Staniford St.
Boston, Massachusetts 02114
(617) 727-6531

Pat Waldren
Wintergreen Software, Inc.
P. O. Box 15899
New Orleans, Louisiana 70175
(800) 321-9479

Mary M. Walker
Communications Services
NOICC
2100 M St. NW, Suite 156
Washington, D.C. 20037
(202) 653-5665

Janet E. Wall
Manager
DoD Testing Center
99 Pacific St., Suite 155A
Monterey, California 93940
(408) 655-0400

Barbara Walters
SOICC Specialist
Oklahoma Department of Vocational & Technical Education
1500 W. Seventh
Stillwater, Oklahoma 74074
(405) 743-5464

Laura B. Ward
Guidance & Placement Coordinator
Montgomery Public Schools
1400 W. 5th St.
Montgomery, Alabama 36106
(205) 269-3784

Gale A Watts
Project Manager
Virginia Tech
205 W. Roanoke St.
Blacksburg, Virginia 24061
(703) 231-7158

Walton E. Webb
Coordinator
NOICC
2100 M Street NW, Suite 156
Washington, D.C. 20037
(202) 653-5671

Karen Wempen
Manager
OIS Operations Administration
Illinois Department of Rehabilitation
623 E. Adams St.
Springfield, Illinois 62705
(217) 782-2928

Martha Wettemann
Statistical Analyst
Department of Employment Security
714 Darrow Dr.
Pleasant View, Tennessee 37146
(615) 741-3639

Etta M. Williams
Executive Director
D.C. SOICC
500 C St. NW, Room 215
Washington, D.C. 20001
(202) 639-1090

Harry Williams
Staff
D.C. SOICC
500 C St. NW, Room 215
Washington, D.C. 20001
(202) 639-1097

Randall Williams
Director
Kansas SOICC
Department of Human Resources
401 Topeka Blvd.
Topeka, Kansas 66603
(913) 296-2387

Stuart Williams
American College Testing
Pine West Plaza IV
Washington Ave. Extension
Albany, New York 12205-5510
(518) 869-7378

Dave Winefordner
Meridian Education Corporation
236 E. Front St.
Bloomington, Illinois 61701
(309) 827-5455

Wayne Winn
Executive Director
Oklahoma Employment
Security Commission
215 Will Rogers Bldg.
Oklahoma City, Oklahoma 73105
(405) 557-7201

Warren W. Wolff
President
Career Passports, Inc.
1319 Spruce St.
Boulder, Colorado 80303
(303) 449-1631

Nuala Wolosz
Career Consultant
BOCES
1 Mandarin Lane
West Nyack, New York 10994
(914) 634-5586

Ted Woodhouse
Executive Director
Washington SOICC
212 Maple Park, MS KG-11
Olympia, Washington 98504
(206) 438-4803

Jim Woods
NOICC
OIS Coordinator
2100 M St. NW, Suite 156
Washington, D.C. 20037
(202) 653-5665

Jeffrey Worst
Associate
Booz-Allen & Hamilton, Inc.
4330 East-West Highway
Bethesda, Maryland 20814
(301) 951-2933

Martin Ziegler
Assistant Commissioner
Bureau of Labor Statistics
441 G St. NW, Room 2919
Washington, D.C. 20212
(202) 523-1919

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Highlights prepared by:

NOICC Training Support Center (NTSC)
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204
Francie Lindner, NTSC
Barbara Hernandez, NTSC
Kay Brawley, NOICC